Jurnal PAI Raden Fatah
Vol. 7, No. 3 (Juli, 2025), pp. 367-377
ISSN: 2656-1549 EISSN: 2656-0712, DOI: https://doi.org/10.19109/pairf.v7i3

The Application of the Gallery Walk Method in Increasing Student Activity in Islamic Education Learning

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ARTICLE INFO

Keyword:
Gallery Walk; Learning Activeness; Islamic Religious Education

Article history:
Received 2024-04-13
Revised 2025-04-24
Accepted 2025-07-30

ABSTRACT

This study was motivated by the low level of student engagement in Islamic Religious Education (PAI) among eighth-grade. Observations and interviews with school personnel revealed that many students tended to be passive during learning activities, mainly due to the use of conventional, teacher-centered methods that did not actively involve students. To address this issue, the researcher implemented the Gallery Walk method as an alternative instructional approach that is more interactive and student-centered. This method encourages students to work in groups, engage in discussions, express ideas, and move around the classroom to observe and reflect on the work of other groups. As a result, students are expected to become more active physically, mentally, and socially during the learning process. The study employed a quantitative approach using a one-group pretest-posttest pre-experimental design. The research subjects were 26 students from class VIII A. The instrument used was a student learning activeness questionnaire administered before and after the implementation of the Gallery Walk method. The results showed an increase in student activeness, with the average pretest score rising from 74.5 to 84.19 in the posttest. A paired sample t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant difference between the pretest and posttest scores. These findings demonstrate that the Gallery Walk method is effective in enhancing student engagement in Islamic Religious Education.

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INTRODUCTION

Knowledge is the primary means of improving human resources.[1] Education functions as a systematic process for acquiring, managing, and developing knowledge.[2] Education helps people learn to think, analyze, and create new things. This enables them to overcome any obstacles in the

[1] Utami Liyani, Abu Mansyur, and Nyayu Soraya, "Dampak Penghapusan Kebijakan Program Sekolah Gratis Terhadap Prestasi Belajar Siswa," *Jurnal PAI Raden Fatah* 4, no. 3 (2022): hlm. 208.
[2] Syarnubi Syarnubi, "Hakikat Evaluasi Dalam Pendidikan Islam," *Jurnal PAI Raden Fatah* Vol. 5, no. 2 (2023): hlm. 469.

future.[3] Knowledge is not only intended to transfer information, but also to guide students in developing their potential so that they can reach broader and deeper knowledge.[4]

One of the main components of education is learning. Learning is the process of organizing the learning environment for students. In the field of Islamic Religious Education, teachers need to guide students in applying religious teachings to their daily activities. In the context of Islamic Religious Education (PAI), teachers not only act as conveyors of material, but also as facilitators who guide students in internalizing religious teachings into their daily lives.[5] This can be done through active interaction between teachers and students, such as question-and-answer discussions and providing real examples relevant to Islamic teachings during the learning process at school.[6]

According to Sanjaya, student activity in learning includes physical, mental, emotional, and intellectual involvement, as well as efforts to create a conducive learning atmosphere, use of learning resources, contribution to discussions, and interaction skills. However, the reality in the field shows that student involvement in learning is still low, mainly due to the dominance of conventional teacher-centered methods.

The results of observations and interviews on Wednesday, December 18, 2024, with Mrs. Tri Wahyuningsih, the principal, revealed that students were still not actively involved in learning because some teachers still applied a learning approach that emphasized the role of the teacher as the center of learning activities.[7] so that students only receive knowledge passively, which ultimately makes learning less meaningful.[8] This condition shows that students still face obstacles in learning, such as low motivation, lack of involvement in the learning process, and minimal application of methods that facilitate active participation. Learning will be more successful if students play an active role during the learning process.[9]

Therefore, it is necessary to approach students by giving them the opportunity to acquire knowledge, understand, and develop skills independently. Students play an active role during the learning process so that they gain experience, knowledge, and a deep understanding of various things from what they do while learning.[10] Active learning occurs through a process carried out by teachers together with students. An educator needs to master skills and knowledge in the field of education in order to carry out their duties and roles effectively[11] Learning should not only emphasize the improvement of knowledge and skills, but also encourage active student participation in the learning process.

Active learning in students is an internal drive to have a strong desire to participate in the learning process in order to achieve the expected targets. Through this activity, students can develop better during the learning process, not only in terms of knowledge, but also in terms of attitude formation and skill development.[12] There are three key elements that determine the level of student participation in learning, namely personal aspects originating from the individual student, the

[3] Nuraini Nuraini, Ali Imran, and Ahmad Syarifuddin, "Penerapan Metode Quantum Tahfiz Dalam Meningkatkan Hafalan Al-Qur'an," *Jurnal PAI Raden Fatah* Vol. 4, no. 4 (2022).

[4] Dodi Irawan and Anisa Dafa Mutmainah, "Peran Pendidikan Agama Islam Dalam Membentuk Kepribadian Yang Mulia," *Symfonia: Jurnal Pendidikan Agama Islam* 2, no. 2 (2022): 97–110, https://doi.org/10.53649/symfonia.v2i2.25.

[5] Nyimas Yunierti Prihatin, Ferianto, and Muhammad Wahyu Ilhami, "Peranan Pembelajaran Pendidikan Agama Islam Dalam Memotivasi Peserta Didik Guna Meningkatkan Aktivitas Ibadah," *Muaddib: Islamic Education Journal* Vol. 6, no. 2 (2023): hlm.89.

[6] Ririn Eka Monica et al., "Penanaman Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Menghadapi Era Milenial Di SMA Negeri 2 Rejang Lebong," *TADRIB: Jurnal Pendidikan Agama Islam* Vol. 6, no. 2 (2020): hlm. 201.

[7] Tri Wahyuningsih, "Wawancara Dengan Kepala Sekolah SMP Tri Dharma Palembang," 2024, Pukul 09.30 WIB.

[8] Mawar Indayani and Enggal Mursalin, "Peningkatan Motivasi Dan Belajar Siswa Melalui Penerapan Model Pembelajaran Co-Op Co-Op," *Jurnal Biology Science & Education* Vol. 11., no. 1 (2022): hlm. 72-73.

[9] Mansur, Amirullah, and Nurhaedah, "Penerapan Metode Gallery Walk Untuk Meningkatkan Motivasi Belajar Sejarah Peminatan Siswa Kelas XI IPS 4 SMA Negeri 2 Enrekang," *Jurnal Pemikiran Dan Pengembangan Pembelajaran* Vol. 5, no. 2 (2023).

[10] Delvia Oktalia and Siti Tiara Maulia, "Implementasi Model Pembelajaran Gallery Walk Terhadap Keaktifan Belajar Siswa Pada Mata Pelajaran PPKN," *Jurnal Manajemen, Ekonomi, Hukum, Kewirausahaan, Kesehatan, Pendidikan Dan Informatika (MANEKIN)* Vol. 1, no. 04 (2023): hlm. 124-125.

[11] Rohmadi Rohmadi and Trysha Yulindaputri, "Pengaruh Kompetensi Kepribadian Guru Terhadap Karakter Tanggung Jawab Siswa," *Tsaqafatuna* 5, no. 2 (2023): 84–95, https://doi.org/10.54213/tsaqafatuna.v5i2.204.

[12] Ahmad Hariandi and Ayu Cahyani, "Meningkatkan Keaktifan Belajar Siswa Menggunakan Pendekatan Inkuiri Di Sekolah Dasar," *Jurnal Gentala Pendidikan Dasar* Vol. 3, no. 2 (2018): hlm. 353.

influence of the surrounding environment, and the strategies or methods applied in learning activities.[13]

To overcome various problems and issues that cause difficulties for students and teachers during the learning process in the classroom, alternative solutions are needed to make learning more appealing. In teaching and learning, teachers must know various ways or methods to achieve learning objectives.[14] One approach that can make it easier for students to understand the material is to use the Gallery Walk learning method.[15] . The Gallery Walk method is a learning strategy that encourages students to actively engage physically by moving around, observing, discussing, and summarizing the material being studied.[16]

In the context of Islamic Education learning, the application of the Gallery Walk method has great potential in increasing student activity. In addition to supporting students in deepening their understanding of Islamic concepts, this method also trains critical thinking, collaboration, and communication skills. This objective is in line with the vision of PAI, which emphasizes the development of students' character and nature based on Islamic values, as well as helping students recognize and apply Islamic teachings in their daily lives.[17]

The researcher chose this study because this school shows conditions relevant to the issue being studied, namely the lack of student activity in Islamic Religious Education (PAI) learning and the diversity of student characters, which can provide more varied and comprehensive research data.[18] Researchers are also interested in studying the Gallery Walk method because it offers an interactive approach and can encourage students to be more active during learning. Meanwhile, student activity is an interesting variable to study because student activity is an important indicator of success in the learning process. [19]

The urgency of this study lies in the urgent need to find learning strategies that can overcome low student activity in PAI learning. Meanwhile, the novelty of this study lies in the application of the Gallery Walk method in the context of PAI subjects at the junior high school level, which has rarely been studied comprehensively. Thus, this study is expected to contribute to enriching PAI learning strategies that are interactive, student-centered, and relevant to students' needs.

METHODS

This study used a quantitative approach with a pre-experimental design of the one group pretest-posttest type. This design was chosen because it allowed researchers to observe differences in student activity levels before and after treatment in the same group. [20] This study used a quantitative approach with a pre-experimental design of the one-group pre-test and post-test type. This design was chosen because it allowed researchers to observe differences in student activity levels before and after intervention in the same group.[21]

The research instrument was a closed-ended questionnaire consisting of 20 statements regarding student learning activity. The questionnaire was administered twice, before the implementation of the Gallery Walk method (pretest) and after the treatment (posttest). In addition,

[13] Feni Farida Payon, Dyka Andrian, and Sasi Mardikarini, "Faktor Yang Mempengaruhi Keaktifan Belajar Peserta Didik Kelas III SD," *Jurnal Ilmiah Kontekstual* Vol. 2, no. 02 (2021): hlm. 54.

[14] Achmad Fadil, "Hubungan Gaya Mengajar Guru Fikih Terhadap Prestasi Belajar Siswa," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 11, no. 2 (2022): 237–41, https://doi.org/10.19109/intelektualita.v11i2.14668.

[15] Delvia Oktalia and Siti Tiara Maulia, "Implementasi Model Pembelajaran Gallery Walk Terhadap Keaktifan Belajar Siwa Pada Mata Pelajaran PPKN," *Jurnal Manajemen, Ekonomi, Hukum, Kewirausahaan, Kesehatan, Pendidikan Dan Informatika (MANEKIN)* Vol. 1, no. 04 (2023): hlm. 125.

[16] Rustam, St. Syamsudduha, and Eka Damayanti, "Pengaruh Penerapan Metode Gallery Walk Terhadap Minat Belajar Peserta Didik Biologi," *BIOMA: Jurnal Biologi Dan Pembelajaran Biologi* Vol. 5, no. 1 (2019): hlm. 3-4.

[17] Rifa Nur Fauziyah, Asep Dudi Suhardi, and Fitroh Hayati, "Strategi Guru Dalam Menerapkan Pembelajaran Aktif Inovatif Kreatif Efektif Dan Menyenangkan (PAIKEM) Pada Pembelajaran Pendidikan Agama Islam Di SD N Astanaanyar Kota Bandung," *Journal Riset Pendidikan Agama Islam* Vol. 1, no. 2 (2021): hlm. 121.

[18] Mansureh Kebritchi, Atsusi Hirumi, and Haiyan Bai, "The Effects of Modern Mathematics Computer Games on Mathematics Achievement and Class Motivation," *Computers & Education* 55, no. 2 (2010): 427–43, https://doi.org/10.1016/j.compedu.2010.02.007.

[19] Richard E Mayer, "Computer Games in Education," *Annual Review of Psychology* 70 (2019): 531–49, https://doi.org/10.1146/annurev-psych-010418-103744.

[20] Mohammad Ali and Muhammad Ansori, *Metodologi Dan Aplikasi Riset Pendidikan* (Jakarta: Bumi Aksara, 2014), hlm. 73.

[21] Karimuddin Abdullah et al., *Metode Penelitian Kuantitatif* (Aceh: Yayasan Penerbit Muhammad Zaini, 2021), hlm. 1.

documentation was used to obtain additional data in the form of the number of students, school profiles, and records of relevant learning activities. [22] The questionnaire data were analyzed using a t-test with the help of IBM SPSS version 26. This analysis was conducted to determine the difference between the pretest and posttest scores and to determine the significance level of the effect of the Gallery Walk method on student learning activity. The results of the analysis were then used as a basis for drawing conclusions about the effectiveness of this method.[23]

RESULTS AND DISCUSSION

A. Student Activity Results Before (Pre-test) the Gallery Walk method was applied

Based on the pre-test results, the scores obtained by students before the Gallery Walk learning method was implemented in Islamic Religious Education subjects can be determined.[24] Next, the values are sorted from lowest to highest, resulting in the following data.

54	*59*	*59*	*60*	*65*	71	73	73	74	75
76	*77*	*77*	*78*	*79*	89	80	82	82	83
84	*87*	*88*	*89*	*90*					

Formula for finding intervals

Range = Greatest Value (max)- Greatest Value
= 90 – 54
= 36

Best Value = 1 + (3.3) Log (n)
= 1 + (3.3) Log 26
= 1 + 3.3 Log (1,41)
= 1 + 4,65
= 5,65 (rounded to 6)

Class length $= \frac{\text{Rentang}}{\text{Banyak kelas}}$
$= \frac{36}{6} = 6$

Pretest Frequency Distribution Results Table

No	Nilai	F	X_i	$F.X_i$	Simpangan (s) $x_i - \overline{x}$	S^2	$[(x_i - \overline{x})^2 . f]$
1	54-59	3	56,5	169,5	-18,5	342,25	1.025,715
2	60-65	2	62,5	125	-12,5	156,25	312,5
3	66-71	1	33,5	33,5	-41,5	1722,25	1722,25
4	72-77	7	74,5	521,5	-0,5	0,25	1,75
5	78-83	7	80,5	563,5	5,5	30,25	211,75
6	84-89	5	86,5	432,5	11,5	132,25	661,25
7	90-95	1	92,5	92,5	17,5	306,25	306,25
Total		22		1938			4.241,5

Next, to group the data into high, medium, and low categories, the first step is to calculate the mean value as follows:

Mean = $\sum \frac{f.x_i}{f}$

Mean = $\frac{1.938}{26}$ = 74,5 (dibulatkan menjadi 75)

[22] Bidjaksana Arief Fateqah and Sri Karuniari Nuswardhani, *Teori Dan Praktik Metode Penelitian Kuantitatif* (Yogyakarta: Anak Hebat Indonesia, 2024), hlm. 264.

[23] C E Hmelo-Silver, "Problem-Based Learning: What and How Do Students Learn?," *Educational Psychology Review* 16, no. 3 (2004): 235–66, https://doi.org/10.1023/B:EDPR.0000034022.16470.f3.

[24] Wen-Hsiung Wu et al., "Investigating the Learning-Theory Foundations of Game-Based Learning: A Meta-Analysis," *Journal of Computer Assisted Learning* 28, no. 3 (2012): 265–79, https://doi.org/10.1111/j.1365-2729.2011.00437.x.

The next step is to calculate the standard deviation (SD) using the formula below.

$$Sd = \frac{\sqrt{\sum(x_1 - \bar{x})^2 . f}}{n-1}$$

$$Sd = \frac{\sqrt{4.241,5}}{26-1} = \frac{\sqrt{4.241,5}}{25} = \sqrt{169,66} = 13,03$$

From the calculations, it was found that the average value of student learning activity before using the Gallery Walk method was 74.5, which was then rounded to 75. Meanwhile, the standard deviation value was 13.03, rounded to 13. Based on this data, the next step was to.

Height = M + 1. Sd
= 75 + 1. 13
= 75 + 13
= 88

Currently = M – 1. Sd s/d M + 1. Sd
= 75 – 1.13 s/d 75 + 1. 13
= 75 – 13 s/d 75 + 13
= 62 s/d 88

Low = M – 1.Sd
= 75 – 13

Based on the categories of high, medium, and low above, the researcher entered the following formula: p= f/n x 100%. The results of the calculation are as follows.

TSR Pretest Category Table

No	Category	Interval	Frekuensi	Persentase
1	High	88 and above	2	7,69%
2	Medium	62-88	20	76,92%
3	Low	62 and below	4	15,38%
Number			35	100%

From the data in the table above, it can be concluded that before the Gallery Walk method was implemented, there were 2 students with high learning activity (7.69%), 20 students with medium learning activity (76.92%), and 4 students with low learning activity (15.38%).

B. Student activity results after (post-test) the implementation of the Gallery Walk learning method *Walk*

The results obtained by students after applying the Gallery Walk learning method (posttest) in Islamic Religious Education subjects are known. These scores were then sorted from lowest to highest, resulting in the following data.

73 74 75 78 80 81 81 82 83 83 83 83
84 84 86 87 88 89 90 92 93 94 95 95
98 99

Formula for finding intervals

Range = The greatest value (max) – Smallest value (min)
= 99 – 73
= 26

Many Classes = 1 + (3.3) Log (n)
= 1 + (3.3) Log 26
= 1 + 3.3 Log (1,41)
= 1 + 4,65
= 5,65 (rounded up to 6)

Class length $= \frac{\text{Rentang}}{\text{Banyak kelas}}$
$= \frac{26}{6} = 4$

Posttest Frequency Distribution Results Table

No	**Nilai**	**F**	**X_i**	**F.X_i**	**Simpangan (s) $x_i - \overline{x}$**	**S^2**	**$[(x_i - \overline{x})^2 . f]$**
1	73-76	3	74,5	223,5	-9,5	90,25	270,75
2	77-80	2	78,5	157	-5,5	30,25	60,5
3	81-84	9	82,5	742,5	-1,5	2,25	20,25
4	85-88	3	86,5	259,5	2,5	6,25	18,75
5	89-92	3	90,5	271,5	6,5	42,25	126,75
6	93-96	4	94,5	378	10,5	110,25	441
7	97-100	2	98,5	197	14,5	210,25	420,5
Total		22		2.189			1.358,5

Then, to classify the data into high, medium, and low categories, we need to calculate the mean value as follows.

Mean = $\sum \frac{f.x_i}{f}$

Mean = $\frac{2.189}{26}$ = 84,19 (rounded up to 84)

The next step is to calculate the standard deviation (SD) using the formula below.

Sd = $\frac{\sqrt{\sum(x_1 - \bar{x})^2 . f}}{n-1}$

Sd = $\frac{\sqrt{1.358,5}}{26-1} = \frac{\sqrt{1.358,5}}{25} = \sqrt{54,34}$ = 7,37 (rounded up to 7)

Based on the calculation results, it was found that the average student activity after implementing the Gallery Walk learning method was 84.19, rounded to 84. Meanwhile, the standard deviation was 7.73, rounded to 7. Furthermore, the data will be classified into TSR (High, Medium, Low) categories with the following conditions.

Height = M + 1. Sd
= 84 + 1. 7
= 84 + 7
= 91

Currently = M-1.Sd s/d M + 1.Sd
= 84-1.7 s/d 84+1.7
= 84-7 s/d 84+7
= 77 s/d 91

Low = M-1.Sd
= 84-1.7
= 84-7
= 77

TSR Posttest Category Table

No	Category	Interval	Frekuensi	Persentase
1	High	91 and above	7	26, 92%
2	Medium	77 - 91	16	61,54%
3	Low	77 and below	3	11,54%
Number			26	100%

Based on the data in the table above, it can be concluded that after implementing the Gallery Walk method, there were 7 students (26.92%) who were classified as having high learning activity, 16 students (61.54%) were classified as having moderate learning activity, and 3 students (11.54%) were classified as having low learning activity.

C. Results of hypothesis testing on the application of the Gallery Walk learning method in increasing student learning activity

1. Normality Test

In this study, normality testing was performed using the Kolmogorov-Smirnov method with a significance level criterion above 0.05. If the significance value was greater than 0.05, the data was considered to be normally distributed. Conversely, if the significance value was less than 0.05, the data was considered to be non-normally distributed. This normality test was performed using IBM SPSS version 26, and the results are presented as follows.

.

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Pretest	.143	26	.182
Posttest	.119	26	.200*
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

Sumber: Hasil Hitung SPSS

In the pretest data, the significance value was 0.182, which is greater than 0.05. Meanwhile, in the posttest data, the significance value was 0.200, which is also greater than 0.05.

2. Hypothesis Testing

Next, a T-test was conducted to test the hypothesis using IBM SPSS software, and the results are shown below:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	76.1923	26	9.92379	1.94621
	Posttest	84.6538	26	6.12498	1.20121

Sumber: Hasil Hitung SPSS

The Paired Samples Statistics table shows the test results of students in class VIII.A before and after using the Gallery Walk method. This table contains information such as the mean, number of students, standard deviation, and standard error. Here is a simple explanation:[25]

a. The Gallery Walk learning method was used in this study, involving 26 students, both for the pre-test and post-test after the application of the method.
b. b. The average score of students before using the Gallery Walk learning method was 74.5. After this method was implemented, the average score increased to 84.19. In addition, the standard deviation before implementing the Gallery Walk method was 9.92, while after implementing this method, it decreased to 6.12.
c. The standard error, which indicates how accurately the mean value represents the entire data set, also decreased from 1.94621 to 1.20121 after using the method..

From this data, it can be seen that there was a significant increase in student learning activity after implementing the Gallery Walk method, as evidenced by the increase in average scores between the pre-test and post-test.

[25] M Prince, "Does Active Learning Work? A Review of the Research," *Journal of Engineering Education* 93, no. 3 (2004): 223–31, https://doi.org/10.1002/j.2168-9830.2004.tb00809.x.

Paired Samples Correlations

		N	*Correlation*	*Sig.*
Pair 1	Pretest & Posttest	26	.844	.000

Sumber: Hasil Hitung SPSS 26

Based on the Paired Samples Correlations table, the purpose of this analysis is to determine whether there is a relationship between student activity before and after treatment. The results of the analysis show a correlation value of 0.844 with a significance level of 0.000 (less than 0.05). This means that there is a fairly strong relationship between student learning activity before and after treatment.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.46154	5.77741	1.13304	-10.79508	-6.12799	-7.468	25	.000

Sumber: Hasil Hitung SPSS 26

The Paired Samples T-Test table shows the T-test results for two paired samples, including the t-value and significance value. The assessment is done by comparing the P-Value with the significance level threshold, as follows.

1) If the significance value (Sig. 2-tailed) is less than 0.05, then Ho is rejected and Ha is accepted.
2) If the significance value (Sig. 2-tailed) is greater than 0.05, then Ha is rejected and Ho is accepted.

Based on the test results, a Sig. 2-tailed value of 0.000 was obtained, which is less than 0.05. Therefore, in this study, Ho is rejected and Ha is accepted. This means that there is a significant difference in student learning activity before and after the application of the Gallery Walk method..

D. Discussion

This study applied the Gallery Walk method, an innovative strategy designed to increase students' active participation in the learning process. The Gallery Walk strategy is based on cognitive psychology theory, which emphasizes students' thinking processes rather than just their physical activities.[26] In this method, the role of the teacher is more as a guide and facilitator who helps students to think critically and seek new information to solve problems.[27]

This study involved 26 respondents from the instrument used to measure the effect of using the Gallery Walk method on students in the form of a questionnaire with 20 statements.

[26] R M Tamim et al., "What Forty Years of Research Says about the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study," *Review of Educational Research* 81, no. 1 (2011): 4–28, https://doi.org/10.3102/0034654310393361.

[27] Fitri Dengo, "Penerapan Metode Gallery Walk Dalam Meninngkatkan Hasil Belajar Peserta Didik Pada Pembelajaran IPA," *TADBIR: Jurnal Manajemen Pendidikan Islam* Vol. 6, no. 1 (2018): hlm.42.

The questionnaire was given twice, before (pretest) and after (posttest) the application of the Gallery Walk method in learning.[28]

Based on the results of data analysis using the Paired t-Test, a significance value of 0.000 (Sig. 2-tailed) was obtained, which is less than the significance threshold of 0.05. These results indicate that there is a significant difference between students' pretest and posttest scores. The increase in the average posttest score shows that the use of digital newspaper learning media has a positive impact on increasing students' interest in reading.[29]

Thus, it can be concluded that the Gallery Walk method is effective in the learning process because it can increase student learning activities. This can be seen from the increase in the percentage of students in the high category, from 7.69% in the pretest to 26.92% in the posttest. In addition, the t-test results show a significance value of 0.000, which is less than 0.05, so Ha is accepted and shows a significant increase after the method is applied.

CONCLUSION

Based on the results of the study, student learning activity increased after the implementation of the Gallery Walk method. Before the treatment, the average pretest score was 74.5, reflecting that most students were not fully engaged in learning, whether in asking questions, discussing, or responding to the material. After applying this method, the average post-test score increased to 84.19. These findings indicate that the Gallery Walk method is effective in significantly increasing student participation compared to the initial conditions.

Statistical analysis using a paired sample t-test produced a significance value of 0.000 ($p < 0.05$), indicating that there was a significant difference between the conditions before and after the application of the method. In addition to an increase in scores, changes were also seen in students' attitudes and behavior, who became more active in discussions, presenting group work results, and responding to their friends' opinions. These findings confirm that the Gallery Walk method is capable of creating an interactive and collaborative learning atmosphere that encourages student activity in cognitive, affective, and social aspects.

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